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ABSTRACT

The Cognitive Skills Assessment Battery (CSAB) measures student readiness to begin first grade. It is the assessment used by South Carolina to measure the readiness of each student and to plan an appropriate program for each child. In fall 1998, 81.2% of the first graders (43,568 of 53,640 students) met the readiness standard for South Carolina (a score of 88), a larger percentage than scored ready the preceding year. The percentage of first graders meeting the standard has increased 9.3 percentage points since 1995. Increases in students passing the state standard were noted for African American, White, but decreases were seen for Asian-American Hispanic and Native American students. Only 58.5% of Hispanic students met the standard, while 87.7% of White students met it. Females were more likely than males to meet the standard, and students who were not eligible for reduced-price lunch were more likely to meet the standard (89.4%) than those who were eligible for reduced price lunch (82.2%). In addition, students who attended kindergarten were more likely to meet the standard. Recommendations are made for increasing the numbers of students meeting the state readiness standard. (Contains 10 figures and 7 tables.) (SLD)

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ED 460 964

DATA UPDATE

South Carolina Department of Education

December 1998

1998 Results of the Cognitive Skills Assessment Battery (CSAB)

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DATA UPDATE

South Carolina Department of Education
Divisions of Development and Education Initiatives/Offices of Research and Assessment

Barbara S. Nielsen, Ed.D., State Superintendent
December 1998

1998 Results of the Cognitive Skills Assessment Battery (CSAB)

Highlights

- In Fall 1998, 81.2% of the first-graders (43,568 of 53,640 students) met the readiness standard on the CSAB, a larger percentage than scored ready last Fall. In Fall 1997, 79.6% (43,550 of 54,716 students) met the readiness standard.
- The percentage of first-graders meeting standard since Fall 1995 increased 9.3 percentage points (71.9% in 1995, 81.2% in 1998).

Background

The Basic Skills Assessment Legislation enacted in 1978 requires that a readiness test be administered to all public school students at the beginning of Grade 1. The results of the test are to be used by teachers to plan an appropriate program for each child.

The State Board of Education, as required by legislation, set the state standard for the CSAB. The student who scores 88 out of a possible 117 has met the state standard. The CSAB was administered in the public schools for the first time in Fall 1979.

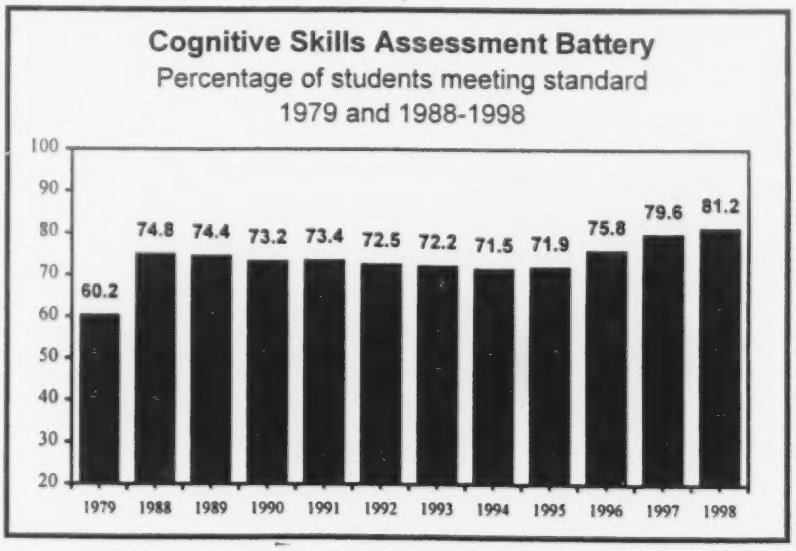
The Cognitive Skills Assessment Battery (CSAB) measures student readiness to begin the first-grade school curriculum. State legislation requires that a readiness test be administered to all public school students at the beginning of Grade 1. Legislation also requires the results of the test to be used to provide appropriate activities for the first-grade student. In addition, school districts must advise parents of any student assessed as not ready for first-grade work to secure a complete physical examination for that child.

Performance on the CSAB provides information concerning the degree of readiness at the time of testing. The test results provide information to help meet the needs of each child. Student test scores are not to be used to label or limit the academic progress of any child.

The CSAB requires about 30 minutes to be administered individually to each student. The test is not timed, and each teacher is encouraged to use as much time as necessary to obtain an accurate assessment.

The testing instrument includes items related to the following areas: basic information; number knowledge; information from pictures; picture and story comprehension; multiple directions; large muscle coordination; auditory memory; visual-motor coordination; sentence recall; vocabulary; letter knowledge; symbol, visual-auditory and auditory discrimination; visual memory; and response during assessment.

The South Carolina CSAB test results for 1979 and 1988 through 1998 are presented below.



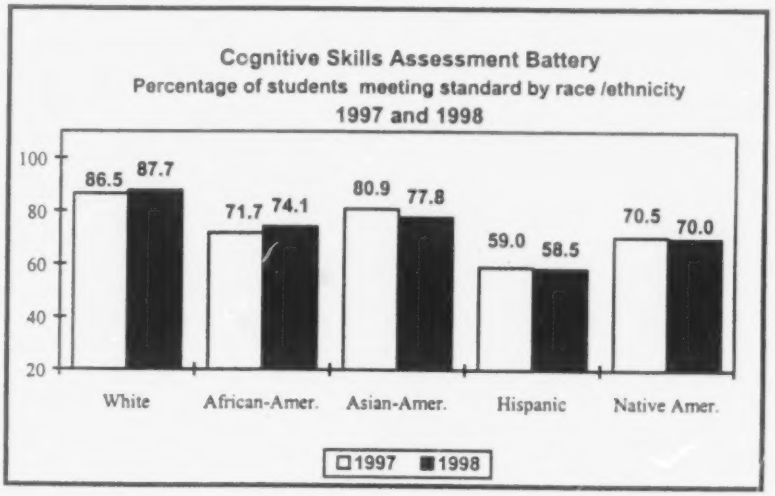
Highlights

Of the students tested at the beginning of Grade 1 in 1998:

- 87.7% of white students met the standard.
- 74.1% of African-American students met the standard.
- 77.8% of Asian-American students met the standard.
- 58.5% of Hispanic students met the standard.
- 70% of Native American students met the standard.

Ethnicity

- The percentage of white students assessed ready for first grade increased by 1.2 percentage points, from 86.5% (25,432) in 1997 to 87.7% (25,359) in 1998. A total of 28,917 white students were tested in 1998.
- The percentage of African-American students assessed ready for first grade increased by 2.4 percentage points, from 71.7% (17,215) in 1997 to 74.1% (17,173) in 1998. A total of 23,183 African-American students were tested in 1998.



- The percentage of Asian-American students assessed ready for first grade decreased from 80.9% (334) in 1997 to 77.8% (351) in 1998. A total of 451 Asian-American students were tested in 1998.
- The percentage of Hispanic students assessed ready for first grade decreased from 59.0% (428) in 1997 to 58.5% (473) in 1998. A total of 808 Hispanic students were tested in 1998.
- The percentage of Native American students assessed ready for first grade decreased from 70.5% (47) in 1997 to 70% (70) in 1998. A total of 100 Native American students were tested in 1998.

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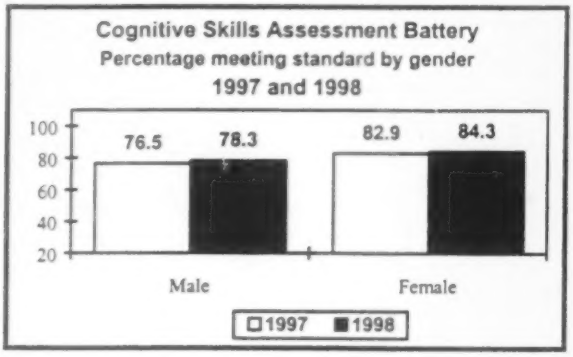
Highlights

Of the students tested at the beginning of Grade 1 in 1998:

- 78.3% of male students met the standard.
- 84.3% of female students met the standard.
- The percentage of students who met the standard among repeaters and non-repeaters was 79.3% and 81.4%, respectively.

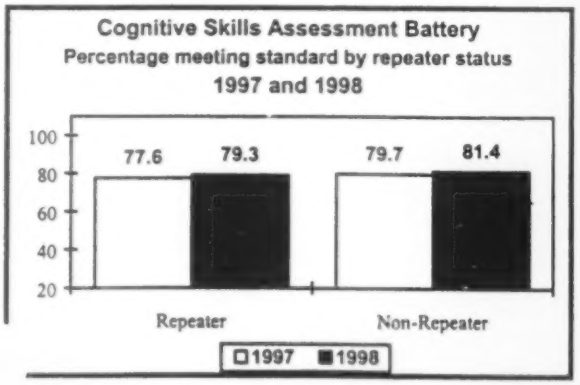
Gender

- The percentage of male students assessed ready for first grade increased from 76.5% (21,619) in 1997 to 78.3% (21,436) in 1998, a rise of 1.8 percentage points.
- The percentage of female students assessed ready for first grade increased from 82.9% (21,761) in 1997 to 84.3% (21,837) in 1998, a rise of 1.4 percentage points. A total of 27,376 males and 25,889 females were tested in 1998.



Repeater Status

- In 1998, 7.7% (4,169) of the students in Grade 1 were repeaters, an increase of 1.3 percentage points from the 1997 figure of 6.4% (3,460). In 1997, the percentage of students who met the standard among repeaters was 77.6% (2,714), and 79.7% (40,573) among non-repeaters. Figures for the 1998 year indicate that 81.4% (39,713) of the non-repeaters were assessed ready, 2.1 percentage points more than repeaters (79.3%, 3,305). A total of 4,169 repeaters and 48,800 non-repeaters were tested.



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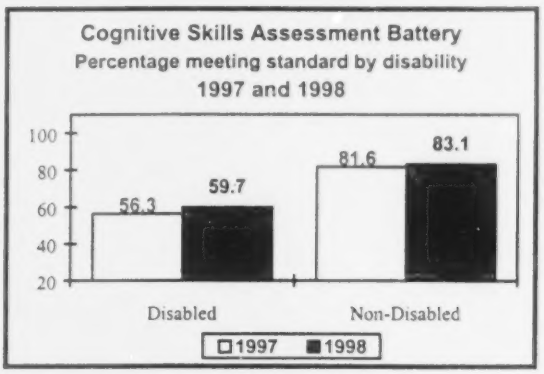
Highlights

Of the students tested at the beginning of Grade 1 in 1998:

- **59.7% of disabled students who were tested met the standard.**
- **73% of students who participated in free lunch programs met the standard.**
- **82.2% of students who received reduced-price lunches met the standard.**
- **89.4% of students who did not participate in free or reduced-price lunches met the standard.**

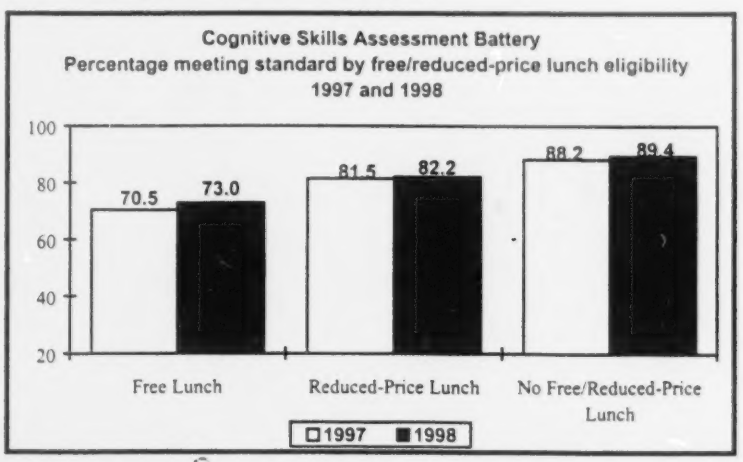
Disability Status

- More than half (59.7%, 2,595) of 4,349 students with disabilities were assessed ready for first grade in 1998, up 3.4 percentage points from the 1997 figure of 56.3% (3,376). In 1998, 83.1% (40,391) of non-disabled students in South Carolina were assessed ready for first grade, up 1.5 percentage points from the 1997 figure of 81.6% (40,790).



Lunch Status

- Approximately 7 out of 10 (73%, 17,758) of the 24,317 students who participated in free lunch programs were assessed ready for first grade in 1998, up by 2.5 percentage points from the 1997 percentage of 70.5% (17,415). In 1998, the percentage who met the standard among students who received reduced-price lunches was 82.2% (2,873). This figure is up 0.7 percentage points over that for 1997 (81.5%, 2,736). Among students who received no free or reduced-price lunches, 89.4% (21,330) were assessed ready for first grade in 1998. This figure is up 1.2 percentage points from the 1997 percentage of 88.2% (22,122).



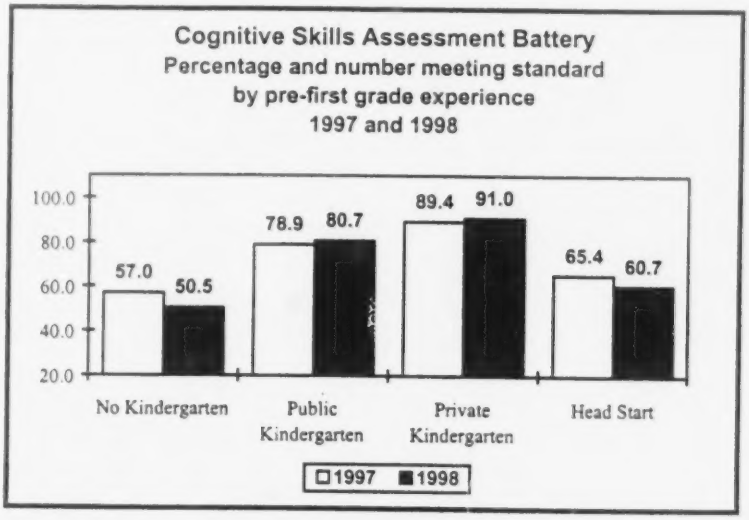
Highlights

Of the students tested at the beginning of Grade 1 in 1998:

- 50.5% of students who did not attend kindergarten met the standard.
- 80.7% of students who attended public kindergarten met the standard.
- 91% of students enrolled in private kindergarten met the standard.
- 60.7% of Head Start students met the standard.

Kindergarten Status

- The percentage of students assessed ready for first grade among those who did not attend kindergarten decreased by 6.5 percentage points from 57% (73) in 1997 to 50.5% (50) in 1998. The percentage of students assessed ready for first grade among those who attended public kindergartens increased by 1.8 percentage points from 78.9% (38,553) in 1997 to 80.7% (39,079) in 1998. In 1998, 91% (3,453) of the students enrolled at private kindergartens were assessed ready for first grade. This percentage is up slightly from 1997 (89.4%, 3,969). The percentage of students assessed ready for first grade among those who attended Head Start decreased by 4.7 percentage points from 65.4% (85) in 1997 to 60.7% (51) in 1998.



NOTE: The numbers of students coded as *No Kindergarten* and *Head Start* were small (less than 100 students) compared to the total students and should be viewed with caution.

- 90.29% of the first-graders in 1998 attended public kindergarten compared to 89.8% in 1997; 7.07% attended private kindergarten in 1998 compared to 8.2% in 1997; 0.16% attended Head Start in 1998 and 0.24% in 1997; 0.22% in 1998 and 0.5% in 1997 attended other programs; and 0.18% in 1998 and 0.2% in 1997 did not attend a program. Information on the type of kindergarten attended by first-graders reported as unknown or missing was 2.08% in 1998 and 1.1% in 1997.

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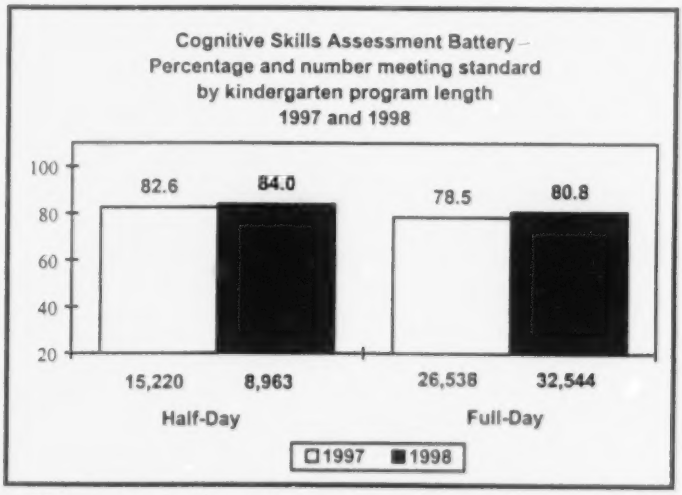
Kindergarten Status

Highlights

Of the students tested at the beginning of Grade 1 in 1998:

- **84% of students who attended half-day programs met the standard.**
- **80.8% of students who attended full-day programs met the standard.**
- **19.9% of students attended half-day programs, 75.1% attended full-day programs, and 5% attended no program or the program length was not known/ missing.**

- The percentage of students assessed ready for first grade among those who attended half-day programs increased by 1.4 percentage points from 82.6% (15,220) in 1997 to 84% (8,963) in 1998. The percentage of students assessed ready for first grade among those who attended full-day programs increased by 2.3 percentage points, from 78.5% (26,538) in 1997 to 80.8% (32,544) in 1998. As in previous years, full-day programs served more academically at-risk students than did half-day programs.



NOTE: Program length was not reported for all students, and some students did not attend a kindergarten program the previous year.

- Information reported on kindergarten program length indicated that 19.9% of the first-graders in 1998 attended half-day programs as compared to 34.2% in 1997, a decrease of 14.3 percentage points. In 1998, 75.1% attended full-day programs compared to 62.6% in 1997, an increase of 12.5 percentage points. The remaining first-grade students (5.0% in 1998 and 3.2% in 1997) either did not attend a program or the length of the program was unknown or missing.

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1998 Cognitive Skills Assessment Battery

Number of students and percentage of students scoring ready in the state

First-Graders	Half-Day Programs		Full-Day Programs		All Programs	
	No. Ready	Percent Ready	No. Ready	Percent Ready	No. Ready	Percent Ready
Free Lunch	1,909	68.7	15,207	73.9	17,529	73.1
Reduced-Price Lunch	434	81.9	2,325	82.4	2,834	82.1
No Free/Reduced-Price Lunch	6,348	90.2	14,039	89.6	21,077	89.4
All Students	8,963	84.0	32,544	80.8	43,568	81.2

Note: The number of students ready in the above categories will not sum to the totals (*All Students* and *All Programs*) due to missing data.

Several points should be considered when evaluating first-grade readiness based on kindergarten experience:

- In June 1996, the General Assembly passed a law that gave school districts the option of offering full-day kindergarten programs, but only provided funding for about one-third of the eligible students. The intent of the law was to serve first those children most educationally at-risk. In 1997, the General assembly provided additional funding for two-thirds of the eligible students. The children being served were primarily from low-socioeconomic families without some of the early education advantages that are often provided to children with higher income levels. Children from low-socioeconomic families generally have greater learning deficits to overcome. In 1998, the General Assembly funded full-day kindergarten program for all eligible five-year-old students.

- In 1998, 86 school districts reported first-graders with full-day or half-day kindergarten program experience. Many school districts used federal funds (Title 1 Program for Educationally Deprived Children in School Attendance Areas with High Concentration of Children from Low-Income Families) to extend their programs to a full day. Full-day kindergarten programs appeared to continue to allow children with the greatest academic needs the opportunity to be better prepared for first-grade instruction than they might have been otherwise. The percentages of students who attended full-day programs in the free and reduced-price lunch categories meeting the readiness standard were higher (5.2% and 0.5% respectively) than were the percentage of students in half-day programs. The percentage of students who attended full-day programs in the no free/reduced-price lunch category meeting the readiness standard was only slightly lower (0.6%) than students in half-day programs.

- Student readiness to begin the first grade continues to appear to be affected by socioeconomic conditions within families, in that children from families with lower incomes (students eligible for free or reduced-price lunches) assessed ready at lower rates (73.1% and 82.1% respectively) than children from families that were able to pay for school lunches (89.4%). See the above table for readiness indicators for half-day programs, full-day programs, and all programs.

1998 Cognitive Skills Assessment Battery

RECOMMENDATIONS

1. Continue to offer full-day kindergarten programs for five-year olds in all 86 school districts and to provide funding to reduce five-year-old kindergarten class size to a teacher-student ratio goal of 1:20.

2. Expand programs for four-year-olds, providing additional funding to serve more eligible students and providing for extended day.

3. Continue the alignment of the curriculum with the standards in kindergarten through grade 3, along with identification of appropriate teaching strategies.

4. Continue professional development training opportunities for early childhood educators, especially teachers and teaching assistants of four- and five-year-olds.

5. Grant school districts the flexibility to develop localized early childhood initiatives and training, interfacing and collaborating with local groups like the United Way's *Success By Six*, Head Start and local childcare providers.

6. Provide funding to expand family literacy efforts and continue providing technical assistance to local educators working with family literacy programs.

7. Continue programs in family math and science training provided through South Carolina's 13 regional Math-Science Hubs.

8. Continue receiving input from early childhood educators in school districts on early childhood updates, concerns and needs (i.e., screening instruments, program/student assessments, on-going/continuous assessments, alignment of curriculum to standards, parenting and parent education/involvement, etc.).

9. Strengthen parental assistance programs by providing additional funding for educational opportunities for parents, home visits, and parent training focusing on brain development in young children (birth – age 3). Continue to support parents by providing a foundation for them for the important role they must play in their child's education, especially from birth to age six.

10. Continue to provide technical assistance to school districts in supporting early childhood teachers as they align their curricula with the standards and implement their programs to provide the needed foundation for both student and school success.

1998 Cognitive Skills Assessment Battery

Number of students tested and percentage of students ready by district

District	No. Tested	Percent Ready	District	No. Tested	Percent Ready	District	No. Tested	Percent Ready
Abbeville	296	79.7	Edgefield	367	83.4	Marion 4	39	76.9
Aiken	2,100	77.2	Fairfield	293	78.8	Marlboro	472	86.7
Allendale	173	70.5	Florence 1	1,158	83.2	Newberry	496	83.3
Anderson 1	552	90.4	Florence 2	96	88.5	Oconee	840	77.6
Anderson 2	295	86.8	Florence 3	346	87.9	Orangeburg 3	310	80.6
Anderson 3	236	76.7	F nce 4	68	76.5	Orangeburg 4	332	87.0
Anderson 4	208	86.5	Florence 5	121	74.4	Orangeburg 5	670	84.2
Anderson 5	924	78.8	Georgetown	810	91.2	Pickens	1,332	80.3
Bamberg 1	151	93.4	Greenville	4,941	80.6	Richland 1	2,249	79.0
Bamberg 2	105	90.5	Greenwood 50	714	79.0	Richland 2	1,191	82.3
Barnwell 19	66	84.8	Greenwood 51	110	81.8	Saluda	196	60.2
Barnwell 29	101	80.2	Greenwood 52	121	82.6	Spartanburg 1	327	77.4
Barnwell 45	234	91.9	Hampton 1	223	81.6	Spartanburg 2	562	83.1
Beaufort	1,246	82.3	Hampton 2	150	72.7	Spartanburg 3	239	85.4
Berkeley	2,020	77.6	Horry	2,165	76.4	Spartanburg 4	273	75.5
Calhoun	178	79.2	Jasper	229	65.1	Spartanburg 5	439	91.1
Charleston	3,695	78.2	Kershaw	726	90.9	Spartanburg 6	717	93.3
Cherokee	743	79.8	Lancaster	894	83.0	Spartanburg 7	758	73.1
Chester	622	79.6	Laurens 55	473	80.1	Sumter 2	843	72.7
Chesterfield	661	88.4	Laurens 56	266	77.8	Sumter 17	776	81.6
Clarendon 1	103	77.7	Lee	298	73.2	Union	429	73.0
Clarendon 2	279	79.2	Lexington 1	1,386	88.0	Williamsburg	588	83.5
Clarendon 3	99	81.8	Lexington 2	747	84.1	York 1	405	82.0
Colleton	579	70.6	Lexington 3	194	85.1	York 2	370	90.3
Darlington	925	86.7	Lexington 4	261	76.2	York 3	1,131	85.1
Dillon 1	75	80.0	Lexington 5	1,040	87.1	York 4	397	84.9
Dillon 2	330	73.3	McCormick	98	91.8	Felton Lab	37	97.3
Dillon 3	114	78.9	Marion 1	239	90.8			
Dorchester 2	1,164	82.3	Marion 2	167	79.0			
Dorchester 4	197	82.7	Marion 3	50	78.0	**State**	**53,640**	**81.2**

1998 Cognitive Skills Assessment Battery

Demographic Data

Number of students tested and percentage of students ready by race/ethnicity, gender, and district

District	Number Tested	African-American		Whites	
		Females	Males	Females	Males
Abbeville	296	77.9	70.8	94.7	80.7
Aiken	2,100	66.8	63.7	86.9	83.1
Allendale	173	74.7	64.7	77.8	100.0
Anderson 1	552	60.0	69.2	93.3	90.4
Anderson 2	295	82.9	76.5	95.3	83.9
Anderson 3	236	65.0	50.0	84.7	74.5
Anderson 4	208	88.0	70.8	96.2	81.0
Anderson 5	924	66.7	65.0	91.3	85.3
Bamberg 1	151	93.9	93.8	100.0	85.2
Bamberg 2	105	95.2	92.2	66.7	100.0
Barnwell 19	66	88.9	84.0	100.0	66.7
Barnwell 29	101	80.8	72.2	93.8	86.4
Barnwell 45	234	90.2	86.0	95.9	93.0
Beaufort	1,246	82.8	72.8	93.7	89.1
Berkeley	2,020	71.6	64.0	86.1	79.6
Calhoun	178	73.6	69.6	93.1	100.0
Charleston	3,695	77.6	65.4	92.7	87.4
Cherokee	743	77.5	57.9	89.9	80.8
Chester	622	78.7	69.0	88.9	85.6
Chesterfield	661	81.7	82.6	96.4	90.8
Clarendon 1	103	90.9	67.9	--	100.0
Clarendon 2	279	78.5	74.2	89.5	93.8
Clarendon 3	99	75.0	68.2	85.7	90.3
Colleton	579	67.8	67.9	78.9	74.8
Darlington	925	85.1	82.8	96.4	87.0
Dillon 1	75	62.5	84.6	89.5	81.8
Dillon 2	330	73.7	67.0	88.2	78.8
Dillon 3	114	71.4	71.0	95.0	83.9
Dorchester 2	1,164	77.0	70.6	88.4	83.1
Dorchester 4	197	82.9	81.3	90.0	82.9
Edgefield	367	78.0	70.7	94.1	88.9

1998 Cognitive Skills Assessment Battery

Demographic Data

Number of students tested and percentage of students ready by race/ethnicity, gender, and district (continued)

District	Number Tested	African-American		Whites	
		Females	Males	Females	Males
Fairfield	293	82.7	73.7	78.6	84.0
Florence 1	1,158	80.0	77.7	91.8	86.1
Florence 2	96	88.0	76.7	100.0	94.7
Florence 3	346	87.5	81.4	98.3	94.8
Florence 4	68	88.5	65.5	80.0	66.7
Florence 5	121	47.6	56.5	86.1	89.7
Georgetown	810	89.4	89.2	95.6	93.4
Greenville	4,941	69.8	65.2	90.9	84.9
Greenwood 50	714	77.6	67.2	90.6	82.1
Greenwood 51	110	61.1	70.0	91.2	85.1
Greenwood 52	121	80.0	75.0	82.4	86.5
Hampton 1	223	81.5	72.2	89.6	83.6
Hampton 2	150	78.9	65.8	100.0	100.0
Horry	2,165	66.9	51.4	88.8	81.6
Jasper	229	69.1	56.5	80.0	83.3
Kershaw	726	87.0	84.5	95.9	91.1
Lancaster	894	84.1	72.0	87.3	86.1
Laurens 55	473	81.9	59.7	88.8	82.2
Laurens 56	266	75.0	71.7	84.4	77.8
Lee	298	75.9	69.6	85.7	72.7
Lexington 1	1,386	81.0	61.0	92.0	86.6
Lexington 2	747	79.8	65.8	92.3	87.1
Lexington 3	194	83.7	77.8	95.7	85.7
Lexington 4	261	50.0	63.3	84.7	76.6
Lexington 5	1,040	81.3	66.9	93.2	90.0
McCormick	98	97.7	84.1	100.0	100.0
Marion 1	239	90.6	86.7	100.0	94.3
Marion 2	167	76.8	74.1	91.7	88.9
Marion 3	50	70.8	84.0	--	100.0
Marion 4	39	81.3	69.2	100.0	87.5

1998 Cognitive Skills Assessment Battery

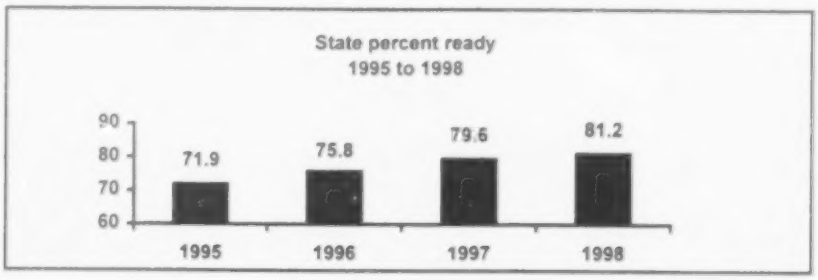
Demographic Data

Number of students tested and percentage of students ready by race/ethnicity, gender, and district (continued)

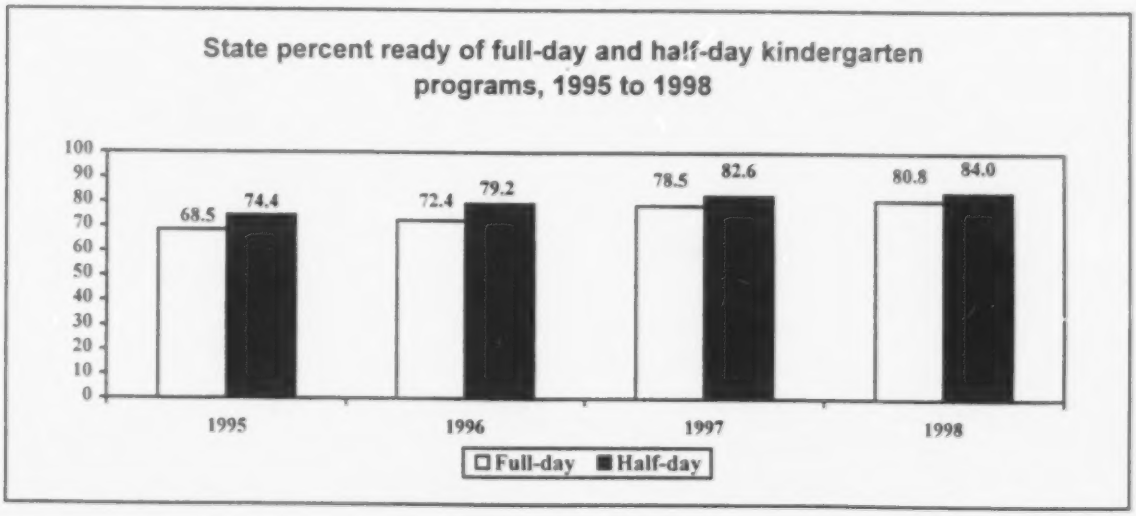
District	Number Tested	African-American		Whites	
		Females	Males	Females	Males
Marlboro	472	91.4	80.7	90.1	88.9
Newberry	496	82.8	75.2	93.3	91.7
Oconee	840	58.1	69.8	85.6	77.9
Orangeburg 3	310	85.1	73.5	90.0	93.3
Orangeburg 4	332	87.2	79.4	93.5	89.5
Orangeburg 5	670	86.8	81.2	86.7	81.1
Pickens	1,332	74.5	57.9	86.6	78.4
Richland 1	2,249	79.8	72.9	94.3	88.5
Richland 2	1,191	78.2	72.1	93.3	87.6
Saluda	196	47.8	33.3	82.6	80.4
Spartanburg 1	327	69.6	44.8	85.9	78.9
Spartanburg 2	562	81.5	66.0	88.5	84.2
Spartanburg 3	239	78.3	50.0	93.1	90.9
Spartanburg 4	273	68.8	60.0	83.8	73.4
Spartanburg 5	439	89.8	91.8	97.4	86.3
Spartanburg 6	717	85.3	83.5	98.2	96.4
Spartanburg 7	758	71.9	58.6	96.4	84.1
Sumter 2	843	71.0	63.4	84.1	77.9
Sumter 17	776	76.8	76.1	91.2	91.4
Union	429	64.9	60.0	83.3	82.1
Williamsburg	588	88.2	80.5	73.9	78.8
York 1	405	74.1	64.8	90.7	84.0
York 2	370	73.9	78.6	92.5	93.7
York 3	1,131	81.0	71.4	93.5	92.2
York 4	397	55.6	60.0	91.1	87.6
Felton Lab	37	94.1	100.0	--	100.0
State	53,640	77.8	70.5	90.5	85.2

Full-Day Kindergarten Programs Retrospective

In 1995, no funds were provided for public full-day kindergarten programs. In 1996, one-third of the eligible students were funded. In 1997, two-thirds of the eligible students w[illegible] funded. In 1998, the General Assembly funded all eligible five-year-olds. A review of the state data from 19[illegible] and 1998 indicates an increase of 9.3 percentage points in the number of students assessed as ready for first grade (71.9 % in 1995 to 81.2% in 1998). Several factors may have contributed to the increase, including state-funded full-day kindergarten programs, kindergarten teacher training, and parenting and family literacy centers.



In 1995, the percent ready for students who attended a full-day program was 68.9% (14,200 of 20,720) and who attended a half-day program was 74.4% (23,614 of 31,724). In 1998, the percent ready for students who attended a full-day program was 80.8% (32,544 of 40,266) and who attended a half-day program was 84% (8,963 of 10,667). The percentage of students who attended a full-day program and who were assessed as ready has increased 11.9 percentage points since 1995. The percentage of students who attended a half-day program and who were assessed as ready has increased 9.6 percentage points since 1995.



NOTE: The full-day kindergarten programs population demographics and socioeconomic status (lunch status) in 1995,1996, 1997 and 1998 are not significantly different.

FULL-DAY KINDERGARTEN RETROSPECTIVE

Percentages of students ready by district from 1995 to 1998 and percentage points difference between 1995 and 1998

District	Percent Ready 1995	Percent Ready 1996	Percent Ready 1997	Percent Ready 1998	Difference Between 1995 and 1998
Abbeville	68.8	69.8	75.9	79.7	10.9
Aiken	66.4	69.9	74.9	77.2	10.8
Allendale	68.4	64.8	72.0	70.5	2.1
Anderson 1	84.8	85.7	87.7	90.4	5.6
Anderson 2	71.2	69.6	79.8	86.8	15.6
Anderson 3	68.8	72.7	74.3	76.7	7.9
Anderson 4	77.5	77.9	78.9	86.5	9.0
Anderson 5	72.2	73.3	77.0	78.8	6.6
Bamberg 1	79.5	87.0	87.5	93.4	13.9
Bamberg 2	65.1	76.7	87.2	90.5	25.4
Barnwell 19	61.0	63.4	73.0	84.8	23.8
Barnwell 29	94.7	90.7	86.0	80.2	-14.5
Barnwell 45	79.8	86.2	90.2	91.9	12.1
Beaufort	77.3	80.6	79.9	82.3	5.0
Berkeley	69.6	75.5	77.6	77.6	8.0
Calhoun	72.0	85.4	78.5	79.2	7.2
Charleston	69.0	73.2	76.6	78.2	9.2
Cherokee	78.9	78.2	78.2	79.8	0.9
Chester	67.4	70.6	79.3	79.6	12.2
Chesterfield	79.0	79.2	82.7	88.4	9.4
Clarendon 1	63.4	72.5	83.7	77.7	14.3
Clarendon 2	82.3	76.1	87.0	79.2	-3.1
Clarendon 3	71.4	61.6	76.5	81.8	10.4
Colleton	60.6	67.8	72.3	70.6	10.0
Darlington	58.2	73.1	80.1	86.7	28.5
Dillon 1	68.9	63.5	75.6	80.0	11.1

FULL-DAY KINDERGARTEN RETROSPECTIVE

Percentages of students ready by district from 1995 to 1998 and percentage points difference between 1995 and 1998 (continued)

District	Percent Ready 1995	Percent Ready 1996	Percent Ready 1997	Percent Ready 1998	Difference Between 1995 and 1998
Dillon 2	68.8	64.4	71.8	73.3	4.5
Dillon 3	85.2	77.0	72.8	78.9	-6.3
Dorchester 2	68.5	79.1	79.0	82.3	13.8
Dorchester 4	63.4	59.2	88.7	82.7	19.3
Edgefield	74.2	79.1	81.9	83.4	9.2
Fairfield	73.1	70.6	78.2	78.8	5.7
Florence 1	69.7	73.6	81.9	83.2	13.5
Florence 2	67.1	85.5	69.9	88.5	21.4
Florence 3	54.2	83.0	90.4	87.9	33.7
Florence 4	59.5	44.9	81.6	76.5	17.0
Florence 5	64.7	77.2	75.8	74.4	9.7
Georgetown	78.5	84.2	87.4	91.2	12.7
Greenville	72.8	76.7	79.9	80.6	7.8
Greenwood 5	68.7	72.7	71.5	79.0	10.3
Greenwood 51	76.3	82.1	80.0	81.8	5.5
Greenwood 52	85.0	92.2	81.4	82.6	-2.4
Hampton 1	73.6	75.4	83.4	81.6	8.0
Hampton 2	67.5	67.2	72.3	72.7	5.2
Horry	72.3	72.5	77.4	76.4	4.1
Jasper	68.7	65.5	59.3	65.1	-3.6
Kershaw	74.9	76.8	88.4	90.9	16.0
Lancaster	75.3	76.7	82.0	83.0	7.7
Laurens 55	74.0	75.6	78.1	80.1	6.1
Laurens 56	65.9	64.7	77.2	77.8	11.9
Lee	62.6	66.3	69.2	73.2	10.6

FULL-DAY KINDERGARTEN RETROSPECTIVE

Percentages of students ready by district from 1995 to 1998 and percentage points difference between 1995 and 1998 (continued)

District	Percent Ready 1995	Percent Ready 1996	Percent Ready 1997	Percent Ready 1998	Difference Between 1995 and 1998
Lexington 1	80.3	83.4	83.8	88.0	7.7
Lexington 2	64.1	70.1	78.4	84.1	20.0
Lexington 3	63.3	72.4	73.0	85.1	21.8
Lexington 4	62.8	76.2	73.5	76.2	13.4
Lexington 5	85.6	88.0	87.4	87.1	1.5
McCormick	64.9	75.0	80.3	91.8	26.9
Marion 1 *	---	---	65.4	90.8	---
Marion 2	63.5	73.1	70.2	79.0	15.5
Marion 3	62.3	86.0	80.9	78.0	15.7
Marion 4	90.9	75.0	94.9	76.9	-14.0
Marlboro	66.5	75.4	74.9	86.7	20.2
Newberry	78.1	80.1	82.3	83.3	5.2
Oconee	66.5	75.8	74.5	77.6	11.1
Orangeburg 3 **	70.1	74.7	87.8	80.6	10.5
Orangeburg 4 **	82.0	78.5	87.4	87.0	5.0
Orangeburg 5 **	73.4	77.8	85.0	84.2	10.8
Pickens	77.5	78.0	80.3	80.3	2.8
Richland 1	67.4	72.3	76.9	79.0	11.6
Richland 2	77.2	76.3	80.3	82.3	5.1
Saluda	71.2	72.0	59.6	60.2	-11.0
Spartanburg 1	77.6	80.5	80.5	77.4	-0.2
Spartanburg 2	78.3	78.0	82.8	83.1	4.8
Spartanburg 3	82.3	79.6	87.0	85.4	3.1
Spartanburg 4	80.6	78.1	83.2	75.5	-5.1
Spartanburg 5	80.4	76.2	88.1	91.1	10.7

* Exempt from testing in 1995 and 1996 as participants of the 12-school Project.

** Data for 1995 and 1996 reflect the consolidated district composition established in the1997-98 school year.

FULL-DAY KINDERGARTEN RETROSPECTIVE

Percentages of students ready by district from 1995 to 1998 and percentage points difference between 1995 and 1998 (continued)

District	Percent Ready 1995	Percent Ready 1996	Percent Ready 1997	Percent Ready 1998	Difference Between 1995 and 1998
Spartanburg 6	90.5	89.2	92.0	93.3	2.8
Spartanburg 7	74.5	75.4	74.7	73.1	-1.4
Sumter 2	62.6	69.7	80.3	72.7	10.1
Sumter 17	62.6	69.1	77.4	81.6	19.0
Union	71.2	74.9	73.0	73.0	1.8
Williamsburg	58.8	80.7	80.0	83.5	24.7
York 1	72.3	73.2	80.9	82.0	9.7
York 2	80.7	84.1	91.5	90.3	9.6
York 3	72.0	78.4	83.8	85.1	13.1
York 4	78.1	86.0	84.7	84.9	6.8
Felton Lab	90.3	96.7	96.2	97.3	7.0
State	**71.9**	**75.8**	**79.6**	**81.2**	**9.3**

FULL-DAY KINDERGARTEN PROGRAM RETROSPECTIVE

Number students tested and percentage of students ready; number students tested and percentage of students ready who attended full-day or half-day kindergarten programs in 1995 and 1998; and percentage points difference between 1995 and 1998

District	1995						1998						Diff. 1995 - 1998
	All		Full-day		Half-day		All		Full-day		Half-day		
	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	
Abbeville	375	68.8	160	55.6	199	78.9	296	79.7	226	79.6	59	78.0	10.9
Aiken	2,035	66.4	739	48.2	1,163	78.5	2,100	77.2	1,574	74.3	373	90.6	10.8
Allendale	206	68.4	1	100.0	203	68.5	173	70.5	166	70.5	2	100.0	2.1
Anderson 1	598	84.8	39	79.5	551	85.1	552	90.4	237	86.9	293	93.5	5.6
Anderson 2	292	71.2	14	85.7	274	70.4	295	86.8	19	68.4	252	87.3	15.6
Anderson 3	224	68.8	---	---.-	218	70.2	236	76.7	58	74.1	148	79.7	7.9
Anderson 4	222	77.5	34	85.3	182	75.3	208	86.5	108	85.2	90	87.8	9.0
Anderson 5	953	72.2	301	58.5	623	79.0	924	78.8	706	78.6	164	80.5	6.6
Bamberg 1	161	79.5	7	100.0	149	78.5	151	93.4	128	92.2	21	100.0	13.9
Bamberg 2	126	65.1	125	64.8	---	---.-	105	90.5	87	93.1	1	100.0	25.4
Barnwell 19	105	61.0	4	100.0	96	58.3	66	84.8	66	84.8	---	---.-	23.8
Barnwell 29	76	94.7	---	---	75	94.7	101	80.2	82	78.0	16	87.5	-14.5
Barnwell 45	228	79.8	41	43.9	187	87.7	234	91.9	218	91.7	13	92.3	12.1
Beaufort	1,217	77.3	661	79.7	495	75.6	1,246	82.3	1,104	82.8	30	80.0	5.0
Berkeley	2,173	69.6	388	64.9	1,733	70.7	2,020	77.6	588	79.9	1,376	76.6	8.0

FULL-DAY KINDERGARTEN PROGRAM RETROSPECTIVE

Number students tested and percentage of students ready; number students tested and percentage of students ready who attended full-day or half-day kindergarten programs in 1995 and 1998; and percentage points difference between 1995 and 1998

	1995						1998						
	All		Full-day		Half-day		All		Full-day		Half-day		
District	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Diff. 1995 - 1998
Calhoun	161	72.0	151	72.8	6	50.0	178	79.2	175	79.4	2	100.0	7.2
Charleston	3,928	69.0	1,524	62.4	2,223	73.6	3,695	78.2	2,901	78.1	525	81.7	9.2
Cherokee	739	78.9	718	78.7	10	80.0	743	79.8	718	80.1	7	42.9	0.9
Chester	625	67.4	488	62.5	112	87.5	622	79.6	590	80.0	5	60.0	12.2
Chesterfield	632	79.0	599	79.0	25	84.0	661	88.4	638	88.9	5	100.0	9.4
Clarendon 1	101	63.4	99	63.6	1	0.0	103	77.7	78	75.6	1	0.0	14.3
Clarendon 2	265	82.3	119	75.6	129	90.7	279	79.2	240	79.6	5	100.0	-3.1
Clarendon 3	91	71.4	---	---.-	53	77.4	99	81.8	79	79.7	---	---.-	10.4
Colleton	551	60.6	20	65.0	511	61.4	579	70.6	450	73.8	92	60.9	10.0
Darlington	901	58.2	44	63.6	842	57.7	925	86.7	652	87.0	177	84.2	28.5
Dillon 1	74	68.9	29	55.2	43	79.1	75	80.0	73	79.5	2	100.0	11.1
Dillon 2	343	68.8	62	46.8	275	74.5	330	73.3	211	67.3	108	86.1	4.5
Dillon 3	122	85.2	112	87.5	9	66.7	114	78.9	114	78.9	---	---.-	-6.3
Dorchester 2	1,211	68.5	38	86.8	1,135	68.0	1,164	82.3	664	81.2	435	85.5	13.8
Dorchester 4	205	63.4	189	60.3	15	100.0	197	82.7	190	82.6	---	---.-	19.3

FULL-DAY KINDERGARTEN PROGRAM RETROSPECTIVE

Number students tested and percentage of students ready; number students tested and percentage of students ready who attended full-day or half-day kindergarten programs in 1995 and 1998; and percentage points difference between 1995 and 1998

District	1995						1998						Diff. 1995 - 1998
	All		Full-day		Half-day		All		Full-day		Half-day		
	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	
Edgefield	388	74.2	4	75.0	381	74.5	367	83.4	274	81.8	82	90.2	9.2
Fairfield	368	73.1	361	73.1	4	75.0	293	78.8	276	78.6	6	83.3	5.7
Florence 1	1,154	69.7	360	61.7	718	74.5	1,158	83.2	1048	83.4	60	86.7	13.5
Florence 2	82	67.1	3	100.0	79	65.8	96	88.5	96	88.5	---	---.-	21.4
Florence 3	358	54.2	156	45.5	156	64.1	346	87.9	343	88.0	---	---.-	33.7
Florence 4	121	59.5	58	37.9	37	78.4	68	76.5	59	78.0	---	---.-	17.0
Florence 5	136	64.7	30	43.3	106	70.8	121	74.4	115	74.8	4	100.0	9.7
Georgetown	885	78.5	384	76.0	478	81.4	810	91.2	767	91.7	19	89.5	12.7
Greenville	4,952	72.8	518	74.7	4,320	72.8	4,941	80.6	2,842	80.2	1,908	82.1	7.8
Greenwood 50	838	68.7	680	67.9	128	76.6	714	79.0	662	78.4	32	87.5	10.3
Greenwood 51	97	76.30	30	63.3	53	81.1	110	81.8	92	82.6	---	---.-	5.5
Greenwood 52	133	85.0	123	87.0	5	80.0	121	82.6	121	82.6	---	---.-	-2.4
Hampton 1	258	73.6	5	60.0	248	73.8	223	81.6	217	82.0	1	100.0	8.0
Hampton 2	151	67.5	11	90.9	137	65.7	150	72.7	135	75.6	5	60.0	5.2
Horry	2,168	72.3	2,091	72.1	60	83.3	2,165	76.4	2,043	76.7	31	80.6	4.1

FULL-DAY KINDERGARTEN PROGRAM RETROSPECTIVE

Number students tested and percentage of students ready; number students tested and percentage of students ready who attended full-day or half-day kindergarten programs in 1995 and 1998; and percentage points difference between 1995 and 1998

	1995						1998						
	All		Full-day		Half-day		All		Full-day		Half-day		
District	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Diff. 1995 - 1998
Jasper	284	68.7	267	69.3	9	88.9	229	65.1	219	65.8	4	75.0	-3.6
Kershaw	522	74.9	65	80.0	432	74.8	726	90.9	665	90.5	32	96.9	16.0
Lancast	968	75.3	44	59.1	894	76.2	894	83.0	550	83.5	315	82.5	7.7
Laurens 55	481	74.0	217	60.4	49	85.1	473	80.1	465	80.0	6	83.3	6.1
Laurens 56	337	65.9	227	58.6	99	83.8	266	77.8	253	78.3	1	100.0	11.9
Lee	297	62.6	6	66.7	281	63.7	298	73.2	153	77.8	134	68.7	10.6
Lexington 1	11	80.3	38	94.7	1,115	80.2	1,386	88.0	561	84.0	742	91.9	7.7
Lexington 2	834	64.1	115	43.5	677	66.9	747	84.1	502	81.7	195	89.7	20.0
Lexington 3	207	63.3	3	100.0	198	62.1	194	85.1	90	78.9	103	91.3	21.8
Lexington 4	253	62.8	---	---.-	251	62.9	261	76.2	143	78.3		75.2	13.4
Lexington 5	929	85.6	104	89.4	818	85.2	1040	87.1	430	84.9	579	88.4	1.5
McCormick	111	64.9	109	66.1	1	0.0	98	91.8	98	91.8	---	---.-	26.9
Marion 1 *	---	---	---	---.-	---	---.-	239	90.8	237	90.7	---	---.-	---.-
Marion 2	208	63.5	199	63.8	2	100.0	167	79.0	166	79.5	---	---.-	15.5
Marion 3	53	62.3	51	62.7	2	50.0	50	78.0	50	78.0	---	---.-	15.7

* Exempt from testing in 1995 participants of the 12-school Project.

FULL-DAY KINDERGARTEN PROGRAM RETROSPECTIVE

Number students tested and percentage of students ready; number students tested and percentage of students ready who attended full-day or half-day kindergarten programs in 1995 and 1998; and percentage points difference between 1995 and 1998

	1995						1998						
	All		Full-day		Half-day		All		Full-day		Half-day		
District	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Diff. 1995 - 1998
Marion 4	33	90.9	2	100.0	31	90.3	39	76.9	38	76.3	1	100.0	-14.0
Marlboro	466	66.5	204	69.1	255	64.7	472	86.7	457	86.7	8	75.0	20.2
Newberry	434	78.1	173	65.9	246	87.0	496	83.3	465	83.4	15	80.0	5.2
Oconee	794	66.5	345	66.4	402	65.9	840	77.6	623	76.7	183	82.5	11.1
Orangeburg 3 *	334	70.1	319	69.9	6	66.7	310	80.6	298	81.5	3	66.7	10.5
Orangeburg 4 *	316	82.0	116	83.6	176	82.4	332	87.0	307	87.3	3	100.0	5.0
Orangeburg 5 *	702	73.4	654	73.1	20	90.0	670	84.2	642	84.0	7	85.7	10.8
Pickens	1,383	77.5	87	79.3	1,263	77.4	1,332	80.3	724	79.0	530	84.0	2.8
Richland 1	2,469	67.4	1,155	63.9	1,150	71.7	2,249	79.0	1,862	78.5	282	83.0	11.6
Richland 2	1,107	77.2	414	74.9	440	83.0	1,191	82.3	775	82.5	250	86.8	5.1
Saluda	170	71.2	154	72.1	14	64.3	196	60.2	190	60.0	---	---.-	-11.0
Spartanburg 1	303	77.6	7	71.4	289	77.5	327	77.4	300	77.0	14	92.9	-0.2
Spartanburg 2	603	78.3	231	78.4	338	78.7	562	83.1	344	77.6	159	93.7	4.8
Spartanburg 3	249	82.3	240	82.9	4	75.0	239	85.4	229	86.0	6	66.7	3.1
Spartanburg 4	232	80.6	82	64.6	129	91.5	273	75.5	258	75.2	8	87.5	-5.1

** Data for 1995 and 1996 reflect the consolidated district composition established in the1997-98 school year.

FULL-DAY KINDERGARTEN PROGRAM RETROSPECTIVE

Number students tested and percentage of students ready; number students tested and Percentage of students ready who attended full-day or half-day kindergarten programs in 1995 and 1998; and percentage points difference between 1995 and 1998

	1995						1998						
	All		Full-day		Half-day		All		Full-day		Half-day		
District	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Number Tested	Percent Ready	Diff. 1995 - 1998
Spartanburg 5	414	80.4	21	85.7	377	80.6	439	91.1	405	90.9	26	96.2	10.7
Spartanburg 6	756	90.5	704	90.5	34	94.1	717	93.3	682	93.7	16	100.0	2.8
Spartanburg 7	840	74.5	726	73.4	75	92.0	758	73.1	714	72.0	27	92.6	-1.4
Sumter 2	894	62.6	250	46.0	575	70.4	843	72.7	773	73.1	23	69.6	10.1
Sumter 17	778	62.6	357	46.5	360	78.1	776	81.6	669	81.2	64	90.6	19.0
Union	473	71.2	148	58.1	317	77.9	429	73.0	417	72.7	6	66.7	1.8
Williamsburg	675	58.8	663	58.5	3	66.7	588	83.5	567	84.0	11	81.8	24.7
York 1	394	72.3	69	42.0	307	79.2	405	82.0	240	80.4	115	84.3	9.7
York 2	295	80.7	254	82.3	37	75.7	370	90.3	325	91.1	5	80.0	9.6
York 3	1,178	72.0	266	66.9	858	73.5	1131	85.1	951	84.6	126	91.3	13.1
York 4	338	78.1	84	75.0	247	79.8	397	84.9	174	86.2	217	84.8	6.8
State	54,730	71.9	20,720	68.5	31,724	74.4	53,640	81.2	40,266	80.8	10,667	84.0	9.3

For more information on the Cognitive Skills Assessment Battery, please contact the Office of Research, State Department of Education, Columbia, SC 29201 (803) 734-8106.